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to have been." The opinion is expressed, that the best series of papers Hamilton ever wrote were those in which he expounded the Jay treaty.

Full allowance is made for the hasty, overbearing conduct of Hamilton, and for his unscrupulous partisanship. But though he and his party failed, it was because their political measures were in advance of the times. The people were not sufficiently disciplined to tolerate them. Still every step of progress which the nation has since made has been toward the ideal which the Federalists tried to realize. The Civil War has fully justified their view of what was possible.

H. L. O.

*The History of Federal and State Aid to Higher Education in the United States.* By FRANK W. BLACKMAR, Ph.D. Washington, Government Printing Office, 1890. — 8vo, xx, 323 pp.

This work, which is published by the national bureau of education as No. 161 of the Circulars of Information, and which is at the same time No. 9 of Prof. Herbert B. Adams's series of "Contributions to American Educational History," contains an historical *résumé* of all that has been done both by our national and by our state governments in the way of aiding our institutions of higher education. As the author begins in his treatment with the earliest colonial days and includes among institutions of higher education all such as style themselves "colleges" or "universities," together with schools for purely agricultural or technical instruction, his monograph is very comprehensive.

The first twenty pages of the work are devoted to a discussion of the general policy of the states (and colonies) regarding schools of superior instruction, with especial reference to their exemption from taxation; to quotations from the opinions of our early statesmen on educational matters; and to a selection of (favorable) opinions concerning the much-vexed question of a "national university." The next twenty pages give an account of the early federal land-grants, of the distribution of the surplus of 1836, of the land-grant of 1862 and other special land-grants, of the academies at West Point and Annapolis, of the several libraries and museums under federal patronage at Washington, and of the bureau of education. The remainder of the work treats in detail of the aid given by the individual states to institutions of higher education, and of the various policies which they have followed in their several solutions of the educational problem.

The first two chapters of the book are the least valuable, and contain little that cannot be found in previous government reports. The subsequent chapters (dealing with the separate states) give a carefully collected and well stated summary of facts and figures, and have evidently been compiled with much care.

WILLARD C. HUMPHREYS.